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# The Playground

## Recreation Buildings



*Special Park Commission, Chicago, Ill.*

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# The Playground

Published Monthly by the

**PLAYGROUND ASSOCIATION OF AMERICA**

1 Madison Avenue, New York City

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**PURPOSE:**

To promote normal wholesome play and public recreation

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W. A. Staples, Department of Health, Buffalo, N. Y.

SPANISH DANCE.

## SCHOOL PLAYGROUNDS.\*

CLARENCE ARTHUR PERRY.

Department of Child Hygiene of the Russell Sage Foundation.

It is 1.30 in the afternoon and a July sun is blazing down upon a company of boys and girls lined up in military fashion on the grounds of a public school in the city of Newark. They face a huge brick building, while at their rear are to be seen climbing ropes, some swings, a sand-pile, an horizontal bar and the other iron-pipe things found in an out-door gymnasium. Outside the closed gate a group of belated youngsters peers wistfully between the pickets.

A drum rolls and immediately a flag is seen fluttering from the flag-staff. The ranks stiffen into the posture of attention; caps are clapped to shoulder and girls' hands are uplifted flagwards.

"We salute thee," the treble voices chant, "we the children of many lands, who find rest under thy folds, do pledge our lives, our hearts, and our sacred honor to love and protect thee our country and the liberty of the American people forever."

Then the bareheaded man with rolled-up sleeves and belted trousers, who led in the reciting, tells the story of Uncle Remus. As the applause dies away the drums sound again and the company begins to march. After several maneuvers and mass-formations the girls, officered by women, pass over to the other side of the school house and are lost to view.

The boys, in obedience to a couple of sharp commands, spread out over the square like chessmen on a board. All eyes turn to the bareheaded man standing before them. Then, imitating him, they shoot out their arms sideways, bend them back,—out, back, and so on,—eight times. Arms are raised forward, upward and sideward; body is bent forward and sideways; feet spring sideways as the arms swing overhead. All the while the leader counts, spitting out "one," "two," "three," and so on, like a rapid-fire gun. The boys flap their arms in the manner of an excited railroad signal and every pair of lungs works like a blacksmith's bellows. Cheeks redden and sweat begins to ooze. Ten strenuous minutes pass and then, as a wind-up, the leader gradually quickens the count. The boys see the

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\* Portion of one chapter of *The Wider Use of the School Plant*, by Clarence Arthur Perry. This book will be published by the Charities Publication Committee about September 1, 1910.

## SCHOOL PLAYGROUNDS

twinkle in his eye and "hit up" the pace with a will. But soon the point is reached where muscle can move no faster and all break down in laughter.

The ranks close up and the children on the outside are allowed to come in and line up with the others. The whole company is divided into squads under the leadership of teachers and some of the bigger boys. One of them brings out spades, shovels and rakes, and starts digging a jumping pit over in one corner of the yard. Another lot of youngsters goes into a class-room and is set to weaving baskets. Two squads go to the shops where they cane chairs, whittle out boats or make kites, while other groups are sent to the various pieces of apparatus, where they swing through the air on the flying rings, "skin the cat" on the horizontal bar, vault over leather-covered bucks, or make "giant strides" through the air with the help of ropes attached to a pivot-like post.

The "littlest" fellows flock to the sand-pile under an awning, where they bury their legs and bodies in white, dirtless sand, or they run on farther to the high wooden platform which stands nearby. Here they go up steps on one side and then on the other slide pell-mell down a broad, smooth wooden chute, entirely careless of skin or clothes.

The climbing ropes are sought out by one of the squads. There are several of these thick ropes hanging down from a high cross-bar, each having a bell so placed that it can be rung only by the boy who is successful in pulling himself clear up to the top. Other youngsters gather around the soft dirt which has been spaded up, leveled off and cleared of its stones and lumps, and presently they are engaged in a broad-jumping contest.

The liveliest time is had by the two squads whose turn it is to play basket-ball. One of the teachers acts as referee and every time a player trips or holds an opponent, or runs with the ball, his side is penalized and a shaping stroke is given to that plastic something in each boy's soul which in manhood will appear under the pompous name of "obedience to law," though it is still, what it always has been, merely "playing by the rules of the game."

As soon as a squad is through with one game or exercise it is moved on to another place where a new kind of fun awaits it. The boys who to-day are working in the shops will to-morrow have the right of way on the basket-ball field, while those who

## SCHOOL PLAYGROUNDS

have been using the apparatus will be set to jumping or sprinting. The opening calisthenic exercises are also varied by periods of dumb-bell, Indian club or single-stick drill. Thus by rotation monotony is avoided and all of the children enjoy in a systematic way the whole list of play opportunities, and through skilled oversight each group is given that kind of exercise which is adapted to its stage of growth.

Over on the girls' side a lively time is also going on. Scattered all over the yard are little groups playing club tag, prisoners' base, volley ball, throwing the corn bag for height, or passing the basket-ball in a circle. In the kindergarten room successive classes come and listen to the ever-enthralling recital of the adventures of "Alice in Wonderland" or take a trip through the "Jungle" under the guidance of Kipling. Interspersed with the stories are such games as "How do you do, my partner?" and "Would you know how does the farmer?" Interesting times over peg-boards, sewing cards and chalk-drawings and merry enjoyment of such rythmical exercises as "Merry Little Fishes," "Bird's Nest," and "Song of the Loaf of Bread."

In another room there is a busy group of older girls playing at housekeeping. They sweep, dust, wash clothes, build fires and set dinner tables. The teacher plays with them and it is not work at all. But the place where the most fun is to be had is the spacious class-room from which all the benches and seats have been removed, where there is a piano in the corner, and the floor shines with many waxen polishings. The girls form in a double circle, partners facing each other; the music strikes up and their young limbs and bodies begin to move through the steps of the Danish Shoemaker's Dance. To wind up the thread they revolve their fists; to pull it tight they jerk the elbows back and forth, and then they polka lightly around the circle on their toes. The teacher dances with them, and her eyes sparkle and cheeks become flushed just like the others as together they trip through the "Ace of Diamonds," "Tarentella," "Highland Fling," "Bleking," and other dances imported from the merry-makings of Europe. Sometimes the girls dress in the bloomers, caps and costumes representing national colors which they have learned to make in the sewing classes, and to all the appeal of music and rhythmic motion there is added that of color and uniformity. Admission to the folk dancing classes is only obtained through

## SCHOOL PLAYGROUNDS

faithfulness in the performance of some of the less attractive exercises set down in the playground program.

On the girls' side there is also a rotation of groups and all get a chance to enjoy the benefits of the various games and occupations. The teachers act simply as play-fellows and leaders. They exercise supervision to the end of securing wholesome expression and not repression of the budding natures under their charge. At five o'clock the games stop; utensils are put away; the grounds and rooms relieved of all litter, and teacher and pupils go home tired but happy.

### PLAYGROUND ACTIVITIES.

A large part of the children in the New York school playgrounds are to be found in the kindergartens which are held usually on the ground floor of the building. Yankee, Russian Jew, Armenian and Italian boys and girls all sing the lullabies in the same tongue. In the sand bins they build remarkable subways and tunnels, while others busy themselves making paper toys. Sometimes the tales of the "Red Riding Hood" and the "Lion and the Mouse" are dramatized and the children applaud the actors with great éclat.

Checkers and other quiet games are played in the same room with the library—the boys and girls alternating—and so great is the absorption of the players in their games that the readers are not disturbed. Of the various occupations afforded, basketry and caning are the most popular among the older pupils. Sometimes the girls bring their sewing from home, while in one of the yards a great deal of enjoyment was obtained in making scrap-books which were sent to the hospitals.

The shower baths connected with the school houses are thrown open from nine A. M. to ten P. M. and frequently children stand in line for hours waiting their turn at the baths in preference to the lively games on the playground. These baths were in many instances installed at a very slight cost. The principal simply placed a perforated shower or spray head on the end of a hose pipe, and the water drained away without doing any damage. The eagerness with which the children availed themselves of these privileges showed that cleanliness is just as contagious as the measles when the children are in a position to catch it.



## SCHOOL PLAYGROUNDS

Regular periods in the playground program are devoted to learning and practising selected European peasant dances. These are offered to the boys as well as the girls but they are most popular with the latter. Music especially adapted to the various folk dances is provided and frequently there are spontaneous outbursts of song on the part of the dancers. In choosing those to be taught, emphasis is placed upon the simple elementary dances and games which are so characteristic of Scandinavian and Slavic life. Some of them have a gay, quick movement while others move in stately fashion and display dignity and grace. No occupation on the playground is so charming or more productive of an air of refinement than these delightful European peasant dances, and while accomplishing the same amount of muscular development as gymnastic drills, they are much better suited to hot weather.

About one out of five of the New York school playgrounds is set apart for the enjoyment of mothers and babies. No children over six years of age are admitted unless they are in charge of little tots, but of these youthful mothers there are many. One of the kindergartners attempted to sympathize with a little thing who was struggling under the burden of an unusually stodgy youngster. "Oh, no, he isn't heavy! I love to carry a baby," was the prompt reply.

Important members of the staff are the nurses, who co-operate with the Board of Health physicians and give much needed instruction on the proper feeding, bathing and clothing of infants. Remedies for simple ailments are prescribed and those needing more thorough medical aid are sent to clinics or floating hospitals. The ignorance of many of the mothers is appalling. One of them seriously objected to sending a little sufferer to the hospital because she was afraid the nurse would give him a bath! Sometimes small tubs, with the usual accessories, are supplied and mothers learn the possibilities of soap and water through the demonstration then and there of a sweet and clean baby.

Special attention to the needs of babies is more and more being given in the school playgrounds. In the most congested district of Cleveland a school yard has been provided with a small tent which is used as a day nursery by the mothers of the vicinity. There is a trained nurse in charge and the babies which are brought there have delightful days, sleeping in tiny, cool cots and enjoying expert attention.



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In connection with the New York playground activities mothers' meetings are frequently held in which talks are given upon such topics as "Cleanliness," "Food" and "Clothing." The meetings are often addressed by a physician and while most of the women are able to understand English, sometimes it is necessary to have an interpreter. At one school a Yiddish woman translated the speaker's remarks for the benefit of her friends.

Children who show symptoms of spinal curvature, wry-neck, round shoulders or any of the other deformities common to their age, are given extra attention. They are given exercises especially adapted to their bodily needs and in many cases remarkable improvement has resulted. At one of the schools a milk depot was established by the "Woman's Health Protective League," where a glass of sterilized milk and three sweet crackers were sold for two cents.

At the close of the afternoon's program the boys and girls line up in marching form. Recitations are then given or stories are told. One principal told in one term more than forty stories from Dickens, Thackeray, Dumas, Shakespeare, and the Arabian Nights.

New York playgrounds, like those of many other cities, have "White Wings Brigades," made up of boys who go around with push-carts gathering up and carrying off all rubbish and litter which have accumulated during the session.

### THE DAILY PROGRAM.

#### New York Vacation Playground.

- 1.00 to 1.30—Assembly—Marching, Singing, Salute of the Flag, Talk by the Principal.
- 1.30 to 2.30—Organized Games—Kindergarten, Gymnastic.
- 2.30 to 3.00—Organized Free Play.
- 3.00 to 4.00—Drills—Gymnastic, Military.  
Folk Dancing, Apparatus Work.  
Occupation Work—Raffia, Clay Modeling, Scrap Books.
- 4.00 to 4.45—Organized Games—Kindergarten, Gymnastic.
- 4.45 to 5.15—Basket Ball, Athletics, Good Citizens' Club.
- 5.15 to 5.30—Dismissal—Marching, Singing.

## SCHOOL PLAYGROUNDS

In Boston the children of the school playgrounds sometimes give a play like "Cinderella" and such tableaux as "The Sleeping Beauty" and "The Ringing of the Liberty Bell." They dance "Dainty Steps," a German dance, the "Ace of Diamonds" and the Grandmother dance. On one occasion a group of boys gave a dramatic portrayal of "The Signing of the Declaration of Independence."

There is a tendency in Boston to lay more emphasis upon athletics for the girls. Relay races, potato races and three-legged races already form a regular part of their program, and certain of the playgrounds are now being fitted up for their exclusive use. It is proposed to give them regular athletics and gymnastics just like the boys. The girls are to be given a medical examination and the exercises to be taken by each child will be prescribed in accordance with its needs.

Kite making forms a prominent feature in the Cleveland program. On one of the yards a kite club made 125 kites, showing fifteen different varieties. A flying contest was held and prizes were awarded for the best made, most unique and best flying kites.

At Buffalo, besides the usual games and sports, there are swimming classes, conducted by the director. The boys have to walk about two miles to the nearest swimming place. They meet three times a week and start out in a company of seventy-five to one hundred, carrying their swimming suits, water wings, and other paraphernalia. Several of the grounds in this city are equipped with cinder tracks and the boys get a great deal of practice in the sprints and distance running.

The tendency to insert hand-work in the playground program is very well illustrated at Cambridge. While the games are going on in one part of the yard, in other parts there are busy groups sewing cards in gay colors, or knitting and crocheting. Many dolls are dressed and scrap books are made. Even the boys eagerly learn to make waste paper baskets, flower-pot covers from wall paper and to weave mats on little frames. Dressing dolls and making dolls' furniture are most popular among the little girls. Recently the Gilbert American school dances were added to the list of activities taught, greatly to the delight of the girls who were permitted to enjoy them.

Cambridge, like many other cities, equips its school play-

## SCHOOL PLAYGROUNDS

grounds with traveling libraries. These books are carefully selected from the public library and after being used in one yard are taken to another. Only children with clean hands and faces are permitted to take them home and keep them for a couple of nights. The books are usually returned in very good condition and few are lost during the session.

At Providence, Rhode Island, the playlets "Princess May" and "Snow White," were given during the summer and attracted large crowds both at the daily rehearsals and the final performance. The children were so delighted with the costumes of the various princesses and queens that the work of drilling them was both enjoyable and successful. In this city and Newark the playground boys have been organized as cadets and under the instruction of expert drill masters they have given very creditable military exhibitions.

In Los Angeles they have brass bands among the boys and girls. A gift of \$400 was made by a firm of architects with which the first instruments were purchased. The beginners use these until they can secure instruments of their own. The cost of the instruction is met by the young people.

In Pittsburgh, Cleveland and several other cities the morning and afternoon programs contain both play features and the indoor occupations which belong to the vacation school. In Pittsburgh there are several small playgrounds devoted particularly to little children. These are provided with some apparatus, shelter rooms and sand-piles and are in the charge of trained kindergartners.

Organized athletics play a prominent part in the playground work of those cities where it has reached its highest development. Because of their importance they are reserved for special discussion in a later chapter.

It has become quite the custom to bring the summer session to close with a public exhibition held usually in one of the large parks. In Newark there are thousands of mothers, fathers and young people who have come to look forward to the August afternoon when the school children will entertain them with Indian club drills, gymnastic feats, marching and folk dancing in gay costumes on the velvety sward of the beautiful Branch Brook Park. The close of the term in New York City is marked with public entertainments in each district, some in

## SCHOOL PLAYGROUNDS

armories and others in large parks. The program consists in singing, athletic sports, calisthenics, drills and folk dances.

School playgrounds are usually open from 1.30 to 5.30 P. M., though the hours vary in the different cities. The term lasts usually from six to eight weeks, and begins about the middle of July. Most of the cities throw open their school yards only five days a week, keeping them shut on Saturdays, although in Seattle there are some grounds that are open every week day from seven in the morning until nine at night. In Rochester some of the playgrounds are open all the year round, and one of them on Sundays as well as week-days. In Buffalo the organized work goes on from May to November, while in the two grounds adjoining school houses, opportunity for using their facilities is afforded half the time throughout the winter.

In New York City the roofs of eleven public school buildings are thrown open from 7.30 to 10 o'clock every night except Sundays for eight weeks during the summer. For the boys, active games and gymnastics are provided under careful supervision, while on the girls' side there is an excellent band which plays for the dances arranged by the competent instructors always on hand to organize and promote fun. The average nightly attendance at each of these roof playgrounds is in the neighborhood of two thousand individuals and includes many adults as well as young people.

### REPORT OF COMMITTEE ON RECREATION BUILDINGS FOR LARGE AND SMALL COMMUNITIES. \*

The subject of this report might cover a very wide range and include the study of schools, municipal baths, libraries, and all other public buildings where recreation is provided. However, it has seemed more practical to limit the present report mainly to recreation buildings that are created in conjunction with public playgrounds. Preliminary to the discussion in hand, we

\* Report given at Fourth Annual Congress of Playground Association of America, June 9, 1910.

*Committee*—Bessie D. Stoddart, Los Angeles, Cal., Chairman; Lafon Allen, Louisville, Ky.; Mrs. W. A. Callaway, Dallas, Tex.; Henry G. Foreman, Chicago, Ill.; Eugene S. Klein, St. Louis, Mo.; John Nolen, Cambridge, Mass.; Frederick Law Olmsted, Brookline, Mass.; Charles Mulford Robinson, Rochester, N. Y.; Willis I. Twitchell, Hartford, Conn.

## RECREATION BUILDINGS

would particularly recommend the use of school buildings for recreational purposes. It may not yet be practical to reconstruct the older buildings to meet the wider demands, but more and more the schools should adapt themselves to the new public function of providing centers where the leisure hours of the people may be profitably spent.

When the first promoters of small breathing space for the younger children in crowded cities began their efforts, they surely could not foresee that the little leaven was to work so soon for the advantage of all; and that within a short time, communities large and small in various parts of the country would begin to take up the problem of providing means of recreation not only for the smaller citizens in the sandboxes and swings, but for the older, rougher boys, and the pale, listless girls, who longed for opportunity for expression in play, and, finally, for the young men and young women, and the fathers and mothers, until the family as a whole should be considered as a unit in the new function that the cities would assume.

With the growth of the idea that the community should be alive to its social needs and responsibilities has come the necessity for the recreation building directly connected with the playground, a place for use in bad weather and at night, and also for certain activities relating to the indoor world. While the ideal recreation plant is a combination playground and play building, still in certain sections of cities the high value of land may practically prohibit a playground. Here the recreation building by itself may fill a tremendous need, especially in sections largely populated by adults. Moreover, although the building may cover every inch of the valuable land, it may still provide the breathing space for the little children by means of the roof garden.

One valuable feature of the recreation building is that it may bring together under one roof public utilities that have been maintained separately, such as the public bath, the branch library, the station for district nurse and the hall for public lectures.

By this arrangement each one will reach a greater number of people, for those who come for one service will find the use of another. Moreover, there is a social element brought in by the gymnasium classes and by the clubs that may exist for musical, dramatic, manual or other work, and that will animate the whole building and hold the people's interest in all of its functions.

## RECREATION BUILDINGS

Reports have been received from several cities concerning their playground recreation buildings. Other cities have replied that they have no recreation buildings per se, or that the playground buildings are for shelter and not designed for social purposes. There is no record covering the work of the various communities in this line, but the Committee, through a study of a few typical centers, has endeavored to show the general basis of the work.

### CHICAGO.

All are more or less familiar with Chicago's great achievement in providing recreation centers. There we find the finest system of combined playgrounds and recreation buildings to be found anywhere in this country or in the world. At each center, building and grounds are harmoniously joined, while ornamental planting completes the landscape. The structures are substantial and of classic design. At Sherman Park, the group of buildings cost over \$160,000.

The buildings at the various grounds contain auditorium, club rooms, refectory, library, gymnasium for men and boys, gymnasium for women and girls, baths, locker rooms and dressing rooms. Usually an open-air plunge is connected with the structure. Every day and evening in the year thousands enjoy the benefits of one of these centers. The auditorium is used for lectures, entertainments, neighborhood parties and for any gathering other than one devoted to religious or political purposes. The club rooms are used for meetings of various organizations. The refectory furnishes a simple, wholesome menu at cost price. The library is fitted up as a branch of the public library. The gymnasiums are equipped with the best apparatus and provided with excellent teachers who give regular class work. The baths are provided with attendants, and in the plunge, swimming teachers give lessons to those who wish to learn to swim. All accommodations are free, except, of course, refectory service. These buildings, beautiful in design, always scrupulously clean, managed by an excellent corps of teachers and attendants, are a model and inspiration to every city of our land.

### LOS ANGELES

In Los Angeles we find an example of what may be done in a smaller city where funds are limited. The work is under a special Playground Commission. Thus far there are three playgrounds



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open all the year round, each with its "club house," as its recreation building is called. Three new playgrounds will shortly be added, and these in time will also have club houses. The last club house constructed is particularly pleasing in appearance. It is of the plaster and half timber style of architecture, and cost about \$9,000. The interior finish is of pine throughout. The first floor contains showers and dressing rooms for boys and girls, a boys' workshop, call station for the district nurse and a large room which will be equipped with a double bowling alley. The second floor contains large club rooms, office, kitchen, and an auditorium 32 by 52 feet, with a large stage in connection. The auditorium is a beautiful room with windows on three sides, porch at one end, built-in book-cases and window-seats and a large, old-fashioned fireplace. The ceiling runs to a gable, leaving the beams exposed. By a simple device the room may be quickly cleared of chairs. Trucks may be pulled out from under the stage, filled with the sections of folding chairs and pushed back out of sight.

The club houses are used for varied social activities. Musical and dramatic organizations are popular, as are also classes in folk dancing and handicrafts and the Saturday evening course of lectures and entertainments. Club and neighborhood socials are frequent. A branch of the public library is open two afternoons and one evening a week.

To show the eagerness with which the club houses are welcomed, within a few weeks after the last house was opened, fifty women of the vicinity prepared a delightful housewarming in the shape of a banquet. One hundred and fifty men and women were present, including as guests ministers from neighborhood churches, principals from neighborhood schools and the Playground Commission. The adults of the community felt the privilege and responsibility of having this center do all it could for the upbuilding of that section of the city, and took this opportunity of announcing their interest and desire to coöperate.

In addition to the playground club houses there is a downtown building called a "recreation center," where the playground is small and of minor importance, and the main work lies indoors. This is larger than the club houses and more substantially built. It is of brick and plaster, built in the Spanish Renaissance style. It was built during the depression for about \$20,000, but could hardly be duplicated to-day for \$30,000. It has bowling alleys,



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baths, call station for district nurse, club rooms, kitchen and library. The main feature, however, is a large, fully equipped gymnasium. This may be used also for an auditorium and is provided with a large stage, which is ordinarily closed off with rolling doors for use as a club room. A roof garden with splendid views of the city and mountains extends over part of the building. An artistic little five-room apartment for the manager's home completes the building.

One reason why the recreation center and club houses of Los Angeles are so successful in meeting the needs of the people is undoubtedly the residence feature. It is the policy of the Playground Department to provide a pretty bungalow residence at each playground for the director and his family. Where bungalows cannot yet be supplied, quarters in the club houses are used until separate residences may be built. A second bungalow residence is about to be erected at a cost of about \$3,000. It can well be seen how the directors and their families become a part of the neighborhood and exert a most helpful and unifying influence. In a large measure it is the settlement idea municipalized.

Volunteer helpers have also played an important part in making the social work successful.

### PITTSBURGH.

Pittsburgh maintains an excellent system of recreation buildings in conjunction with her playgrounds. There are five such centers at present and a bond issue of \$500,000 will soon make possible a big extension of such facilities. The centers are paid for by the municipality, but are planned and managed by the Pittsburgh Playground Association.

The building at the Washington Park playground is one of the most complete. It provides the following features: gymnasium with stage, baths, plunge, woodwork room, domestic science room, room for day nursery, little children's play room, rooms for classes in arts and crafts, assembly and club rooms, and apartment for director in charge. The cost of the building was \$80,000. One may see the great variety of work that can be undertaken in such a center, and how the people of its vicinity must look to it for inspiration and guidance in many lines. The provision for a day nursery and for classes in domestic science are distinctive features and should commend themselves to other communities for adoption.

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### ST. LOUIS.

In St. Louis we find the branch libraries and public baths dividing between them certain phases of indoor recreation work. An interesting plan is being adopted in St. Louis of grouping civic centers about small parks. Schools, libraries and parks will coöperate under this plan in providing recreation.

### LOUISVILLE, KENTUCKY.

In Louisville, Kentucky a substantial recreation building has been erected in Central Park. This contains baths for boys and girls, a swimming pool and lockers. It is connected with two outdoor gymnasiums. The Recreation League manages the building and furnishes the employees in charge.

### SAN FRANCISCO.

In San Francisco the Playground Commission anticipates erecting at each playground a building fully equipped for social uses, each building to contain gymnasium, club rooms, assembly room, library, lunch room, baths and swimming pool. The Commission is asking for \$30,000 to erect its first building.

In many cities we find splendid buildings erected for some particular line of social activity. Among these are the branch libraries, the public baths and the public gymnasiums. New York is particularly blessed with a number of such specialized recreation buildings. Philadelphia has her notable Children's Playhouse in Fairmount Park (a private gift), also numerous public baths. Boston has a unique and splendid system of combined baths and gymnasiums for her different wards, and also her indoor gymnasiums connected with playgrounds. There is need for reports along all these special lines of municipal endeavor.

### PUBLIC SCHOOL BUILDINGS.

The question of the schools as related to indoor recreation is most important and should be the subject of an exhaustive report. What certain schools have done in this line and what can be done by the rank and file of schools is a vital issue. Attention should be given to such matters as the following: how the buildings may be adapted to social uses; how the recreational work may be administered in connection with the regular school work; how backward boards of trustees and school depart-

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ments may be brought to realize that here lies a new and great opportunity to educate the whole people into a higher social relationship. Such study should not be confined to the city schools. The possibilities of the village school, the rural school, and particularly the union high school in forming social and cultural centers should also be investigated.

### SEMIPUBLIC RECREATION BUILDINGS.

The question of certain types of semipublic recreation buildings is another interesting phase of the general subject. To the social settlement we owe in a great measure the development of the municipal social center. In the larger cities we have splendid recreational facilities offered the public by the well equipped, well managed settlement houses. The future relationship of the settlement to the municipal recreation plant is a subject worthy of thought. May not settlement groups perform a great service by living close to municipal centers, particularly in the crowded and foreign quarters of cities? Without attempting the enormous expense of operating a recreation plant of their own, they may introduce the people to the public advantages at hand, and may enter into the social life of the city plant as heartily as if it were their own; they may also help to keep the city plant ever up to high ideals, and not let it fall into careless ways as publicly managed affairs are prone to do in time; they may still carry on their work of inspiring social reform, a work that must come from private initiative and that the municipal center can not take over.

The institutional church is also a part of the great semipublic movement to give indoor recreation. The People's Palace in Jersey City, the Brick Church of Rochester, and many similar places demonstrate what the church has done and is doing to supply the social needs of man.

Then there is the mighty work of the Young Men's Christian Associations and of the Young Women's Christian Associations that comes under the semipublic head. They, too, have helped to inspire the creation of the public centers.

### ESSENTIAL FACTOR.

But, to return to the limited field of the present report, what is most essential in order that the greatest amount of good may be derived from the playground recreation building?

## RECREATION BUILDINGS

Unquestionably, just as in schools, colleges, institutions and churches, by far the most essential factor is that the best obtainable people shall be in charge. The most elaborate equipment can accomplish little by itself. It needs the helpful influence that the right men and the right women are able to exert. These men and women are in a position of peculiar power, directing as they do people's leisure hours, the time when character takes its stamp more than in working hours. Moreover, the best directors may so organize the communities that surround their centers as to make the members mutually helpful. Again, they are able to secure and direct the energies of a large number of valuable volunteer helpers who will gladly give their services in many branches of the social work. The salaries of these men and women directors should be commensurate with the high class of work expected. They should be considered as educators, not as caretakers, and the recompense should be equal to that received in the educational department for similar difficult work involving organization and administration.

### RECREATION BUILDINGS IN RURAL COMMUNITIES.

We are prone to think of the playground recreation building as belonging to crowded cities, and of course it is more greatly needed there than elsewhere. But the smaller towns and the rural communities also have a vast need for them. Perhaps the young men and young women of the countrysides would not flock so eagerly to the cities if these social centers were established, for such centers would relieve the isolation of their lives and give the young people opportunities for coöperation that they crave.

In the village of Kentfield, near San Francisco, there has recently been opened a playground of twenty-nine acres equipped with a beautiful and substantial recreation building costing \$20,000. This building contains a well-staged auditorium of ample size, club rooms, kitchen and shop for manual work. A man qualified by training and experience is in charge. He makes it his study how best to organize for mutual help and inspiration the people of the countryside who come for miles to this center. The place is the gift of the Kent family, but in time it is planned to have it supported wholly by the community. This center should be an inspiration to all other villages. Although Kent-

## RECREATION BUILDINGS

field numbers but four hundred, the center is available to four thousand people of the countryside.

### SUGGESTIONS.

For cities that lack playground commissions or associations and yet may contemplate the installation of recreation buildings, it has been suggested that the various city departments, such as school, park, library and health boards unite with the civic clubs in developing the idea.

It has also been suggested that those who must direct such movements first visit cities where experiment has already been made so as to profit by the mistakes as well as the successes of others.

A third suggestion emphasizes the need of consideration of landscape. It is not enough that the building be of good architecture. It should be wedded to the grounds by a general scheme. Ornamental planting should break the harsh lines between building and playground and make the effect of the whole harmonious.

The public recreation building is still in its infancy, but in the next decade we may look for a vast advance. Playgrounds will undoubtedly receive more and more support, so that buildings may be added to complete their work. In the desire for the larger plant, however, the necessity for the frequent breathing spaces for the little children who can not go far from home should not be forgotten. They are necessary for life, health and morals. But besides these, every here and there, the cities will gradually provide the complete recreation centers. The public will discern more and more clearly how these centers refine the taste of the people, unite families in their pleasures and promote social relationships. They may become important factors in promoting dramatic and musical work among the people. One of the best features of these centers is that they give opportunity for volunteer service. Thus, although the movement has become municipalized, the spirit and helpfulness that come from private initiative are not lost. In fact, the recreation building will take its place with the public school as a considerable factor in promoting the growth of democracy.

BESSIE D. STODDART,  
*Chairman.*

## DISCUSSION OF THE REPORT OF THE COMMITTEE ON RECREATION BUILDINGS FOR LARGE AND SMALL COMMUNITIES.\*

Dr. Edward W. Stitt, District Superintendent of Schools, and Superintendent of Recreation Centers, Vacation Schools and Playgrounds, New York City, pointed out the expense of securing land in large cities for recreation buildings and advocated the use of school buildings as recreation centers. Mrs. Edwin Moulton, Chairman Civics Committee, General Federation of Women's Clubs, Warren, Ohio, also urged the larger use of school buildings as recreation centers. Mr. Clarence A. Perry, of the Department of Child Hygiene of the Russell Sage Foundation, who is making a special study of the wider use of school buildings, suggested that the further use of school buildings as recreation centers would mean better school buildings, properly equipped for recreation purposes.

Mr. Sidney A. Teller, Manager of West Park No. 2, Union Park, Chicago, Illinois, pointed out that a field house in Chicago had been used for graduation exercises and that a neighboring school building in turn had been used for recreation purposes. Dr. Henry S. Curtis suggested that in small communities the village improvement buildings be also used as recreation buildings. The general feeling of those present at the conference seemed to be that in cities school buildings should be used as far as possible as recreation buildings; that in many villages the village improvement buildings could be used as recreation buildings.



BESSIE D. STODDART.  
Secretary of the Department of Playgrounds, Los Angeles, Cal., Chairman of the Committee on Recreation Buildings for Large and Small Communities.

\* Fourth Annual Congress of Playground Association of America, June 9, 1910.

## BROOKLINE MUNICIPAL GYMNASIUM



THE BROOKLINE MUNICIPAL GYMNASIUM

### THE BROOKLINE MUNICIPAL GYMNASIUM.

By CHARLES B. FLOYD.

Brookline, Massachusetts, has recently erected a gymnasium, connected with and administered in conjunction with the famous natatorium of the town, at a cost of about one hundred and fifty thousand dollars. The use of this magnificent establishment is free to all residents of the town, and is open to non-residents upon the payment of ten dollars. The object is to provide a center where all may meet for general physical exercise and games, when opportunity is given to acquire an appreciation of the relation between health, right living, and physical training. Individual differences are dropped; good fellowship and friendliness prevail; and relaxation from business and home cares is found in gymnastic work. So popular and profitable has this work become that in the second year of its existence one person out of every twenty-five living within the town was enrolled and attended some class in the gymnasium.

While competitive sports are encouraged and many brilliant individual performers in running, wrestling, swimming, weight-



## BROOKLINE MUNICIPAL GYMNASIUM

throwing and jumping have been developed, the idea of star specialists gives way to development of all-round proficiency. With this end in view members of the gymnasium are first required to exercise in some regular class, after which they may take up any particular form of competitive sport that appeals to them.

The gymnasium structure is one of a number of public buildings grouped around a large and well-equipped playground which has been the recognized meeting place for ball games and band concerts since the early days of the town. In the vicinity are the High School, the Manual Training School, and the Natatorium.

The building, T-shape in construction, is of red brick, with window trimmings, cornice and gable front of light terra cotta; it has a slate roof. The interior is of pointed brick, with heavy plank floors. At the left of the entrance are the superintendent's office, the store-room, a lavatory and apparatus room, and the meeting room of the Brookline Gymnasium Athletic Association. At the right are the waiting room, the office of the director, the men's examination room, and the dressing room of the instructors. Facing the entrance is the large gymnasium. This is seventy-one feet four inches wide, one hundred feet eight inches long, twenty-five feet high on the side walls and forty-five feet in the middle. Twelve feet above the floor is a gallery, eight feet wide, on which has been laid out a modern running track, twenty laps to the mile. Raised platforms, with railings and chairs for visitors are situated in the corner. In the end corners are two fire exits. Light and ventilation are supplied by twelve large windows and skylights.

A small gymnasium for women, thirty-four feet eight inches wide, seventy-four feet long and twenty-one feet high, is located on the second floor. Adjoining it are a resting room, the office of the woman instructor, the women's examination room, dressing rooms, lockers and baths—in all forty-nine dressing rooms, three hundred and fifty lockers and ten shower baths. An attic above is used for special work.

In the basement under the main gymnasium are two large rooms. The east room is used for men's lockers, and has dressing rooms and shower baths attached. The west room is given over to the track team of the High School and Brookline Gymnasium Athletic Association. This Athletic Association

## *BROOKLINE MUNICIPAL GYMNASIUM*

is a self-supporting organization, which admits to its membership only amateur athletes, and exists for the purpose of aiding, encouraging and managing all lines of competitive sport. In the two years since its formation it has produced two junior national champions in field and track sports, five New England champions, a championship cross country team, besides a number of athletes of local fame. It has about three hundred members divided equally between juniors and seniors.

Most of the work given at the gymnasium is light. The work is designed especially to produce accuracy of movement, and a sense of rhythm and balance. Proper position is continually insisted upon; and exercises are given to correct faulty conditions. To assure each member that the exercises may be taken with safety and profit a medical examination is strongly advised, and is given by the staff of medical examiners. In order to give stimulus to the work, both gymnasiums are provided with fine pianos and competent pianists. For the convenience of patrons the superintendent has on sale wrestling and fencing outfits, gymnasium suits, bathing caps and shoes. Thus the classes present a uniform and orderly appearance.

Boys and girls who wish to join the gymnasium classes are required to have their application blanks signed by parent or guardian, after which a membership card with a class number is issued. Adults also file application blanks and are assigned class numbers. The classes are arranged for the normal individual. The women's and boys' classes occupy the building in the morning and early afternoon, business men's and boys' later in the day, and young men's and young women's in the evening. This arrangement keeps the building constantly in use by either men or women.

On Thursday and Saturday nights one of the rooms, which is fitted up with an eighteen-foot ring, is patronized by wrestling and boxing teams. In the small gymnasium the handball courts are always in use. A game of basket ball will invariably be found in progress. The track is monopolized by the track and cross country teams. The larger gymnasium constantly presents an interesting spectacle with the tumbling and gymnastic teams at work.

Classes are open to the public during the last three days of each month. In addition to the special performances given

## *BROOKLINE MUNICIPAL GYMNASIUM*

by the swimming club in the natatorium and the Athletic Association in the gymnasium for their own benefit, two public exhibitions are held annually. At the last public demonstration, over a thousand members participated in the events. The audience numbered more than fifteen hundred.

When the weather permits, work is done out-of-doors. The grounds in the rear and at the sides of the gymnasium and natatorium have been laid out with a short cinder track and jumping pits, and are equipped with gymnastic apparatus. They are lighted by arc lights. The work during the day and evening is carried on vigorously, and even during the warmest summer nights, the track, gymnastic and cross country team members may be seen hard at work. Agitation is heard on all sides in favor of an enclosed athletic field.

Brookline is to be congratulated upon her foresight and courage in being among the pioneers in making provision for a municipal gymnasium and natatorium. She has realized her responsibilities in setting over the door posts of the natatorium a tablet supported by dolphins, bearing the inscription, "THE HEALTH OF THE PEOPLE, THE BEGINNING OF HAPPINESS."

## **CAMPS FOR PLAYGROUND GIRLS.**

**MAY C. SICKMON,**

Director, Bird Avenue Playground, Buffalo, N. Y.

The rapidity with which athletic camps for girls have multiplied within the past few years is a telling argument in their favor. They are maintained in most cases for the recuperation of the society girl, and the cost per person runs anywhere from fifteen to fifty dollars per week.

If such camps are deemed the best mode of repairing the health of their daughters by parents who have all modes at their disposal, it seems to us that camps of this character would also be of benefit to schoolgirls, working girls and all other girls. The point then is to bring the benefits within their means.

In August, 1908, an experiment was made with this end in view. Twelve girls from the Bird Avenue playground of Buffalo went into camp on Grand Island, near Electric Beach. They were able to keep their expenses down to two dollars and

## CAMPS FOR PLAYGROUND GIRLS

twenty-five cents apiece. The kindness of the managers of Electric Beach in extending to the camp various privileges, which added greatly to the enjoyment of the campers, was a large factor in inducing them to return to the same place the following year. The grove is not very populous in the early part of the day, and the use of the piano and large dancing pavilion was granted every morning for gymnastic purposes.

The report of the camp for 1909 is as follows:

Two weeks of freedom, two weeks of hard work, two weeks of pleasure. This was the program set for the Bird Avenue playground girls on August second. They were given the use of three rooms in a cottage. In addition to this there were four tents for sleeping and one tent to shelter the cooking utensils. The supplies were kept in the house.

During the first week there were fourteen regular campers, and during the second week, twenty-four. There were besides many visitors, scarcely a day passing that did not bring fathers, mothers, sisters and brothers to see what the girls were doing. On one Saturday the directress of the Glenwood Avenue playground arrived with four of the Glenwood Avenue girls to stay over Sunday.

Every bit of the work of the camp was done by the girls. They were divided into three committees, each committee being responsible for one meal a day. The cooking was done out-of-doors on two brick stoves built by playground boys who had gone on ahead and pitched the tents. The chairmen for the committees were chosen from among the stay-at-home girls who understood housework; under them were put the schoolgirls and working girls. Fortunately there were some good cooks in the crowd, and the others obeyed orders and learned many things.

Each morning it was the duty of somebody to go to the neighboring farmhouse for milk and eggs. Somebody had to take the wheelbarrow and go for ice. Somebody else had to take the little express wagon and go for a load of wood.

The only expenses which the girls were called upon to meet were the actual cost of provisions, which was two dollars per week, and the boat fare of twenty-five cents.

There was some new pleasure in store for each day, launch rides, roasts on the beach before the camp, long walks along country roads, and good bathing. Many girls learned to swim a



W. A. Stapler, Department of Health, Buffalo, N. Y.

GIRLS' CAMP AT BREAKFAST

## CAMPS FOR PLAYGROUND GIRLS

little. Most of them knocked off two or three years and added two or three pounds.

The experiences of the two weeks tend to recommend the establishment of a permanent camp to be maintained throughout the summer to which boys and girls can be sent from all the playgrounds for a stay of a week or two.

For many girls the camp offers the only opportunity to get out of town during the summer, to lie under a tree and look at the sky, to find out what a sunset looks like, to learn the difference between the moon and an electric light. It gives them an opportunity to observe other girls at close range, to know them, to see their faults, and avoid them; to see their virtues, and imitate them; to know what really counts and makes a girl worth while; to estimate her not by the number of puffs on the back of her head, but by her ability to bend over a heaping dishpan and continue to look pleasant.

## BUSINESS GIRLS.

### THE VACATION PROBLEM.

FLORENCE M. BROWN,

General Secretary Y. W. C. A., Washington, D. C.

Twenty-five thousand of the forty thousand business girls in the National Capital live away from home. What can be done to give them a larger recreational opportunity is a problem which the Washington Young Women's Christian Association is facing. The Association knows that many of them receive small wages, and cannot afford a vacation that involves much expense.

Club-house parties have been organized. For the first one a public spirited citizen placed his country house, with its one hundred acres, at the disposal of the girls. To-day the Association owns a half acre of this land, ideally located amid trees on a knoll, near woods, within thirty minutes from Washington on a five cent car line, and only a mile from the Potomac.

One hundred business girls have together raised \$3,800 of the \$6,300 needed for a club house. The house is to have



## BUSINESS GIRLS

a sleeping porch with space for the single beds. No trouble has been spared to help the business girls of Washington to have an opportunity for wholesome recreation during the vacation time. Their abiding and walking together in the country places have been most effectual in promoting the development of the girls, socially, physically and spiritually.

### REPORT OF THE PUBLIC PLAYGROUNDS COMMISSION OF PHILADELPHIA.

On May 27, 1909, the Mayor of Philadelphia appointed a Commission of five to study the situation in Philadelphia, and to report what should be done to provide proper facilities for public recreation. The Commission has recently submitted its report after an extended study of playgrounds, field houses and recreation grounds in many leading cities of the United States. The following are the chief points in the report of the Commission:

#### I. A SEPARATE MUNICIPAL BODY TO CREATE AND CONTROL A RECREATION SYSTEM.

"Your Commission is clearly and firmly convinced that the best results can ultimately be obtained only by the creation and maintenance of a separate and distinct system of public playgrounds, recreation centres and related activities, directed and controlled independently of any existing department or bureau of the city government. Under existing laws this is impossible at present, and your Commission therefore recommends that a bill be introduced and pressed to passage in the next session of the legislature of Pennsylvania, looking to the creation of a municipal body to organize, direct and control such a recreation system."

#### II. METHOD FOR IMMEDIATE CREATION AND MANAGEMENT OF PLAYGROUNDS AND RECREATION CENTRES.

"In the meantime, however, an effective beginning should be made in municipal playgrounds, and your Commission offers this method for their immediate creation and management, and submits plans for specific types of playgrounds and recreation centres."



## PHILADELPHIA PLAYGROUNDS COMMISSION

### (A) PLAYGROUNDS COMMITTEE APPOINTED BY THE MAYOR.

"That Councils, if the plan meets their approval, should pass an ordinance empowering the Mayor to develop and manage municipal playgrounds and recreation centres through a Playgrounds Committee of seven members, appointed by him, of which he shall be a member.

"The members of the Playgrounds Committee should serve without salary and for terms of office to be determined by the Mayor or until such time as the necessary legislative action is secured, creating a municipal body to organize, direct and control a recreation system."

### (B) ORGANIZATION AND DUTIES OF THE PLAYGROUNDS COMMITTEE.

"The Playgrounds Committee should make rules for the conduct of playgrounds and recreation centres, and should plan a complete system for the city; employees to qualify under the Civil Service Commission. The cost of playground development should be made from permanent loans, and cost of running expenses to be made from appropriations."

### (C) BEGINNING A RECREATION SYSTEM.

"Commission should control municipal playgrounds, municipal recreation centres, play spaces or recreation facilities donated to the city, city squares, and other city properties suitable for recreation purposes, municipal floating baths, and bathing beaches."

### (D) ADDITIONAL CONSTITUENT PARTS OF A UNIFIED RECREATION SYSTEM.

"After the necessary legislation is obtained the activities of the Commission should also include the administration of recreation piers, municipal bath houses, and gymnasias."

## III. RELATIONS OF THE PLAYGROUNDS COMMITTEE TO THE BOARD OF PUBLIC EDUCATION AND TO THE COMMISSIONERS OF FAIRMOUNT PARK.

"Your Commission therefore recommends that the Board of Public Education should continue to operate its summer playgrounds upon school property and extend its playground

## PHILADELPHIA PLAYGROUNDS COMMISSION

activities in connection with the public schools to the fullest extent its finances will permit.

"Your Commission recommends that the Commissioners of Fairmount Park be given free scope to develop the parks under their control, and that the Playgrounds Committee should act wholly in an advisory capacity in its relation with them."

## A PHYSICAL EDUCATION FELLOWSHIP.

Clark W. Hetherington has resigned his position as professor of physical training and director of the gymnasium and of athletics at the University of Missouri, to accept a fellowship for the promotion of physical education. Professor Hetherington is chairman of the Committee on Normal Course in Play



Prof. CLARK W. HETHERINGTON.

of the Playground Association of America. The report of this Committee has been received with much enthusiasm by the educators of the country and the material contained in the report is being widely used.

Under a special endowment for the promotion of physical education, Professor Hetherington will undertake to interest

## PHYSICAL EDUCATION FELLOWSHIP

colleges, normal schools, high schools and physical educational societies to an even greater extent than at present, in education through play; to encourage athletics which shall mean opportunity for all students, not alone for the star players; to foster the idea that athletic instructors should be trained educators.

Professor Hetherington, during ten years' service as professor of physical training in the University of Missouri, has rendered distinguished service, not only to the University but to the entire State. By earnest state-wide campaigns athletic contests have been organized as educational forces for all the students, irrespective of the student's skill to play for the spectators. Play has been for the students and not for the spectators, that the students might keep in condition for efficient work, overcome physical defects, and form habits which would insure greater physical efficiency throughout life.

## BOOK REVIEWS.

### THE JUNIOR REPUBLIC; ITS HISTORY AND IDEALS.\*

Reviewed by JEREMIAH W. JENKS.

This little book, giving an account of the origin and development of the George Junior Republic at Freeville, N. Y., is one of the most entertaining as well as suggestive and fundamentally philosophical of the late books on social science. The introduction by Mr. Osborne, who for a number of years has been the president of the corporation that looks after the funds and general management of the Republic, gives one some hint of the real significance of the movement from the social point of view indicating briefly the way in which this same idea, the fundamental idea of democracy, may perhaps in the future be wisely extended not only into reformatories and prisons, but also into our public schools until they shall become far more than now training places for citizenship. This seems to sum up very well the real significance of the work.

On the other hand, the book itself, written by Mr. George in the delightful, chatty, informal way in which the author

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\* *The Junior Republic; Its History and Ideals.* By William R. George. With an introduction by Thomas M. Osborne. Illustrated. D. Appleton & Company, New York and London, 1910. \$1.50. pp. XV and 326.

## BOOK REVIEWS

speaks in public and private, shows us how these various ideas first came to Mr. George, then how they developed in actual practice with the boys and girls. The Republic started in the first place practically as an experiment in taking city boys into the country for a sort of fresh air vacation. The difficulties of controlling the boys, of keeping them from stealing apples and other country products which lay at hand, and particularly of keeping them from intensifying the pauper instinct, already too well developed in many of them, by begging for clothing and other supplies which they might take back home with them on their return to the city, led Mr. George gradually to view that they ought to be given nothing that they did not earn by labor. The effort to inculcate in the boys the desire for labor and the teaching thoroughly the lesson that they really would appreciate more and enjoy better things which they had earned than those which had been given them, furnishes much entertaining matter. The gradual evolution of a civil service system, of women's suffrage, of a tariff system, as well as eventually of a reasonably complete police, educational and industrial system, is brought out most entertainingly by the writer with a detailed account of the personal incidents leading to the adoption of each one of these various provisions of law, and the way in which the citizens themselves were led to solve their own difficulties.

One rarely sees a so-called scientific treatise on government which so surely strikes home to the fundamental facts of human nature on which government is based as does this little book so filled with stories. Moreover, one still more rarely reads a book which is so infused with the cheery, humorous, wise and lovable personality of the author as is this book, for very few books have authors that possess such a personality. One can see from the personality of the author reflected in the book itself how he could be the founder of such an institution, the originator and promulgator of an idea that is so essentially sound in its relations to boy and girl nature and to pedagogical principles in general that it is bound to work its way into many of our social institutions.

The book is to be commended most heartily not only for its entertaining qualities, but also for the sound principles of teaching of politics and of social science that therein find expression.

## BOOK REVIEWS

### THE GIRL FROM VERMONT.\*

Reviewed by ANNA L. VON DER OSTEN.

"The Girl from Vermont," the story of a vacation school teacher, deserves mention because of being perhaps the first English novel that centers about the playground. It is essentially a plea for the rights of childhood—a place to play—and also touches upon such other social phenomena as child labor and child abuse.

A love story runs throughout, but there can be no doubt of the real motive of the author—to further the present interest in playground work. This is attempted throughout. The prologue gives a brief sketch of the growth of the movement within the past few years. Among other references there are such as the following:

"If children are allowed to play in the streets, their first lesson is one of disobedience to municipal law. The street is for grown people. The child cannot play games, cannot coast, cannot skate nor slide in winter. The storekeepers hate him, the policeman drives him on, and he takes refuge in holes and corners where vicious idling goes on."

There are nine photographic illustrations of children on the playground or of street urchins who should be on the playground. The book is dedicated jointly to the Playground Association of America and the National Child Labor Committee.

### RURAL MANHOOD.\*

The readers of *THE PLAYGROUND* will be intensely interested in "Rural Manhood." Hardly a page in the April number but what contains some reference to the play problem of rural districts. "Rural Manhood" is aiding the modern recreation and social movement in most efficient ways.

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\* "The Girl from Vermont," by Marshall Saunders. The Griffith & Rowland Press, Philadelphia, Pa., 1910. Price, \$1.25.

\* Published by the International Committee of Young Men's Christian Associations, New York City. Subscription price, fifty cents. Single copies, five cents.